**BUSINESS COMMUNICATION BCM 247.500/502**  
*Course Syllabus SPRING 2020*

**Instructor:** Dr. Laurie Rogers  
**Email:**  
Primary: Email in Desire2Learn  
Secondary: use only if D2L is NOT operational: rogerslauri@sfasu.edu

**Desire2Learn Address:** https://d2l.sfasu.edu/  
**Office:** 229R - McGee Business Building  
**Office Phone:** 936-468-1510 (Answered during office hours)

**Office Hours:**

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11:00am-12:00pm / 1:30pm-3:00pm</td>
<td>10:00am-12:00pm Online / 1:00pm-3:00pm Online</td>
<td>9:00am-10:00am/11:am-12:00pm / 1:30pm-3:00pm</td>
<td>By Prior Appointment</td>
<td>By Prior Appointment</td>
</tr>
</tbody>
</table>

*Zoom Meetings are an option; contact the instructor for details.

+++++++++++++++++++++  
**Course Description**  
Business Communication 247 – Application of business communication principles through creation of effective business documents and oral presentations. Includes study and application of team communication and use of technology to facilitate the communication process. Prerequisites: six hours from English 131, 132, 133, or 235, with a grade of C or better.

**Class Time and Place:** Online course, no face-to-face meetings. “Introduction to Business Communication” (3 credits) may meet in an online or in-person format, with the latter consisting of either two 75-minute or three one-hour sessions for fifteen weeks during a standard length semester. During the course of the semester, students will engage in the textual study of business-communication theories, which will be validated through quizzes, in-semester exams, and/or a final exam. Written deliverables include a combination of common business-communication artifacts (e.g., letters, memos, miscellaneous written messages, job-search documents, proposals, and reports) produced in either an individual or team setting. Course coverage will also typically include employment communication, team building skills, and oral presentation techniques. Activities linked to textual study, the research/drafting/revision phases of preparing written documents, and the development of oral presentations will average a minimum of 6 hours of student work per week.

**Required Text and Materials**  
The textbook used in this course is BCOM, 10th edition with MindTap access. The option for the print textbook with MindTap access is ISBN: 9780357026588. This textbook is available from the SFA bookstores, other booksellers, or from the publisher.

If you prefer, you may purchase the e-format-only text with MindTap access: ISBN: 9780357026618.

Dr. Laurie S. Rogers
Also....the additional MindTap student resources which are part of the purchase are not graded, BUT in order to do well in this course, be sure to purchase a textbook that has the MindTap access so that you can prepare, learn, and review for quizzes and tests. If necessary, though, purchasing the 10th edition without the Mind Tap access is allowed, though probably not available through SFA bookstores.

**SFA Tech Support**

For D2L technical support, contact student support in the Center for Teaching and Learning (CTL) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail. For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFAONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials. There is also a link on the D2L My Home page; under Helpful Links on the right side of this screen is “D2L Tutorials for Students.”

**Software Used in the Course**

All text-based documents and assignments, which are submitted online, must be in Microsoft Word or PDF. Assignments submitted in Microsoft Works, WordPerfect, or as graphics or zipped files will not be accepted. You will also need software to read and/or create PowerPoint slides. Even if you do not have Microsoft Word or Microsoft PowerPoint on your computer, as a SFA student you have unlimited access to Office 365 through your mySFA account. Plan to use the software in an on-campus computer lab or some other PC location if you do not want to download the Office 365 onto your own PC. You may need Acrobat Reader to review some graded assignments in PDF format. If you prefer to purchase software for your computer instead, contact the SFA bookstore. For additional information on how to use the Office 365 as a student, please visit http://www.sfasu.edu/mysfa/o365/student/productivity-apps/"

**Equipment for the Course**

You will need reliable, ready-access to the Internet so that you can have routine access to this all-online course. You will also need easy access to the software mentioned above. We will be using an online format called BONGO to post video and PowerPoint presentations. Information on how to use the platform is in D2L, BONGO module. For one or more assignments, you will need appropriate equipment such as a webcam, a cell phone, a video camera, or use of the SFA College of Business resources to video record. Additional information is in the course D2L modules and assignment documents.

Dr. Laurie S. Rogers
Learning Outcomes
Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses in the Curriculum Management Handbook at http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources

1. The student will demonstrate effective oral and written communication skills by (1) composing a professional quality business document, and (2) preparing and delivering a professional presentation on a business topic. (Written Communication, Oral Communication)
   The student will demonstrate knowledge of fundamental information technology tools and concepts. (Technology)
2. The student will exhibit an understanding of ethics and social responsibility. (Ethics)
3. The student will apply critical thinking skills by solving problems requiring quantitative and/or qualitative analysis. (Critical Thinking)
4. The student will demonstrate multicultural and diversity understanding. (Diversity)
5. The student will demonstrate an understanding of teamwork as it occurs in business situations. (Teamwork)
6. The student will effectively apply knowledge and skills in the functional areas of business. (Business Knowledge)
7. The student will demonstrate career readiness through completion of a structured field-based work internship experience. (Career Readiness)

General Education Core Curriculum Objectives/Outcomes
1. **Critical Thinking.** Students will be instructed in and will apply critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
2. **Communication Skills.** Students will be instructed in and will apply communication skills to include development, interpretation, and expression of ideas through written, oral, and visual communication.
3. **Teamwork.** Students will be instructed in and will apply, practice, and demonstrate Teamwork to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. **Personal Responsibility.** Students will be instructed in and will apply, practice, and demonstrate Personal Responsibility to include the ability to connect choices, actions, and consequences of ethical decision-making.

Dr. Laurie S. Rogers
GENERAL EDUCATION CORE CURRICULUM

The Texas Higher Education Coordinating Board has identified six core learning objectives: Communication Skills, Critical Thinking Skills, Empirical and Quantitative Skills, Personal Responsibility, Social Responsibility, and Teamwork. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

BCM 247 is a Core Curriculum Course that fulfills the Communication Skills--Written requirement. At one point during the semester, you may receive an assignment that fulfills both the requirements of this course and the needs of SFA’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete the assignment, you will upload it to both the BCM 247 dropbox and the Communication Skills--Written dropbox. Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

The chart below indicates the core objectives addressed by BCM 247. The assignment that will be used to assess the Communication Skills--Written objective must be uploaded to the Communication Skills--Written dropbox by the date listed on the chart. If you have questions, please see your instructor or call the Institutional Effectiveness Office at (936) 468-1130.

<table>
<thead>
<tr>
<th></th>
<th>DEFINITIONS</th>
<th>ASSIGNMENT TITLE</th>
<th>DUE IN D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION SKILLS</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Course Project Report: “Informed Blog”</td>
<td>TBD</td>
</tr>
<tr>
<td>CRITICAL THINKING SKILLS</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSONAL RESPONSIBILITY</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEAMWORK</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Outcomes
Upon successful completion of this course, the student should be able to:
1. Apply critical thinking to business communication strategies and principles to prepare effective communication for diverse business situations. Critical thinking.
2. Effectively develop, interpret, and express ideas through written, oral, aural, and visual communication. Communication.
3. Identify different points of view and work effectively in a team setting. Teamwork.
4. Participate as a team member in activities that utilize collaborative work skills. Teamwork.
5. Identify issues relating to ethical, legal, cultural, and global situations affecting business communication that will result in ethical decision-making. Personal Responsibility.
6. Utilize analytical and problem solving skills appropriate to business communication when creating business documents. Critical Thinking.
7. Select appropriate organizational formats and channels used in developing and presenting business messages. Communication.
9. Communicate via electronic mail, Internet, and other technologies. Communication.

Course Methodologies
The following methods may be used in the course:
- Online discussions and email
- Documented report/proposal and online oral presentation
- Online homework assignments
- Online exams and quizzes
- Computer creation and editing of documents
Grades/Submission Policy
Online students are expected to submit online assignments by the deadlines. Grades can be accessed through Desire2Learn (D2L). You should check your posted grades and communicate any questions. You must check your grades prior to final exam week. Unless you email prior to finals week, you indicate you are in agreement with the grades posted. Do not contact the instructor during finals week asking to makeup an assignment or be allowed extra credit! Please see Makeup Policy for more information.

All writing assignments must be submitted via D2L using Microsoft Word or PDF. (See syllabus section on Software required for the course.) All assignments that are not submitted according to course instructions will result in a less or zero grade. If a file you have submitted to the dropbox cannot be opened, there will be nothing to grade, and you will receive a zero for the assignment. This is an easily avoidable situation.

<table>
<thead>
<tr>
<th>Estimated Distribution of Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (four)</td>
<td>300</td>
</tr>
<tr>
<td>Primary Written Messages (3) 100 pts each</td>
<td>300</td>
</tr>
<tr>
<td>Course Project REPORT</td>
<td>125</td>
</tr>
<tr>
<td>Quizzes (14) 5 pts each</td>
<td>70</td>
</tr>
<tr>
<td>Course Project PRESENTATION (video/slides)</td>
<td>125</td>
</tr>
<tr>
<td>Resume &amp; Peer Review (25/5)</td>
<td>30</td>
</tr>
<tr>
<td>Team Discussions (5) 10 pts each</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL POINTS AVAILABLE</td>
<td>1000</td>
</tr>
</tbody>
</table>

Make-up Policy (University Excused)
Makeup assignments and exams/tests will be allowed only in the following situations:
- Serious illness verified by a doctor's note with a statement of inability to attend class/i.e. take the test.
- Personal or family emergency, documented appropriately. Since this is an online course, being out of town is not an acceptable excuse from incompletion of assignments. It is the student's responsibility to ensure that s/he plans ahead to complete assignments before the final submission date and time.

Other Policies/Procedures
Teams: Students will be randomly assigned to teams by D2L software. Teams will have two to four members depending on class enrollment. Your involvement in the team is not optional but is designed to be a positive Dr. Laurie S. Rogers
experience for all. Team members will participate in discussion boards, the Course Project, and other assignments, in order to learn and add to the learning process. However, all team activity grades will be assigned individually unless otherwise noted. For example, both the Course Project Report and Presentation are submitted individually for individual grades.

The official channel of team communication will be the team discussion board on D2L. It is YOUR RESPONSIBILITY to keep in touch with your team and to discuss the assigned topics as outlined in this syllabus and in D2L.

A team member who is not performing effectively in the team may be FIRED from the team in consultation with the instructor. The team member may be fired by the team or by the instructor. The primary causes for firing include invisibility (no one has communicated with or heard from the person) or nonperformance (person does not do his/her work in a timely manner.) The technology channels (Discussion Boards, Lockers, Chat rooms, etc.) will be examined to see what contributions the team member has made to the team. A fired team member will be at the mercy of his/her team members and the instructor as to what options follow his/her being fired.

Professional Courtesy: This class will be conducted in a professional manner. This means 1) submit work on time, 2) avoid profanity and/or offensive language in your communication, and 3) participate fully and courteously with your team members. In regards to courtesy to others in the course and on your team, do not send harassing Emails, texts, or messages using offensive language. Such communication may result in a reduction of the sender’s grade.

“Joke” assignments, using inappropriate or questionable content for oral presentations or written assignments, may result in NO CREDIT for that assignment. If you have questions about what might be professional conduct, please contact me BEFORE submitting the assignment.

Student Academic Dishonesty (University Policy 4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to (1) submitting an assignment as if it were one’s own work when is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or (3) incorporating the words or ideas of an author into one’s paper without giving the author credit. Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf. This course utilizes TurnItIn to check for academic dishonesty on all written assignments.

Course Grades (University Policy 5.5)
At the discretion of the instructor of record and with the approval of the academic Module head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy related to Dr. Laurie S. Rogers
active military service. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please refer to the complete policy at http://www.sfasu.edu/policies/course-grades.pdf.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Room 325 in the Human Services Building, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Conduct (University Policy 10.4)
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the full Student Conduct Code at http://www.sfasu.edu/policies/student-conduct-code.pdf.) Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Learning Modules
This course is organized by the following learning Modules. The Modules will be released throughout the course as will additional information. The Modules close on assigned dates and assignments due in that module are no longer accepted unless previously arranged with the professor. *Modules do not necessarily follow the same chapter organization as the textbook.

Module 1 Communication Theory and Writing Principles
Chapter 1 Establishing a Framework for Business Communication
Chapter 2 Focusing on Interpersonal and Team Communication
Chapter 3 Planning and Decision Making
Chapter 4 Preparing Written Messages
Chapter 5 Communicating Electronically

Module 2 Good News, Bad News, and Persuasive News
Chapter 6 Delivering Good- and Neutral-News Messages
Chapter 7 Delivering Bad-News Messages
Chapter 8 Delivering Persuasive Messages

Module 3 Reports
Chapter 9 Understanding the Report Process and Research Methods
Chapter 10 Managing Data and Using Graphics
Chapter 11 Organizing and Preparing Reports and Proposals

Module 4 Presentations and Employment Communication
Chapter 12 Designing and Delivering Business Presentations

Dr. Laurie S. Rogers
Chapter 13  Preparing Resumes and Application Messages
Chapter 14  Interviewing for a Job and Preparing Employment
BCM 247.5-LEVEL Calendar / SPRING 2020 / Subject to Minor Changes as Class Evolves

Dr. Laurie Rogers, Rusche College of Business

- All assignments are due on the due date by 11:30 p.m.
- Additional information and instructions for assignments are located in the D2L Getting Started “Assignments Guide” document.
- Additional small assignments will be added via D2L

*Modules run Monday – Saturday; open on Sunday

<table>
<thead>
<tr>
<th>Module 1</th>
<th>JAN 15 – FEB 1 – Chapters 1-5</th>
<th>NOTES</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Getting Started Module</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 15-18</td>
<td>Jan 15-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 1 Establishing a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Framework for business</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 2 Focusing on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpersonal and Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 3 Planning and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decision Making</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 4 Preparing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Messages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 5 Communicating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electronically</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BONGO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- a. Begin Team Discussion #1: Introduction of Self
- b. *Quizzes are due at end of every Module, but highly recommended to be taken at end of each chapter reading.

- a. Read Chapters/Take Quizzes
- b. Continue Team Discussion #1 conversations (additional posts to last week’s discussion)

- a. Read Chapters/Take Chapter Quizzes
- b. Complete Team Discussion #1
- c. Exam 1 Chap 1-5

- a. All Quizzes Due Feb 1
- b. Due Feb 1. If you use other means of communicating, you must still continue to discuss in D2L for a grade.
- c. Open all week. Due Feb 1

- * Review Bongo sub-module in D2L Contents. Follow instructions on creating Bongo student account for this course. Use the Practice assignment in Bongo to practice uploading and syncing slides to a video. You can delete and re-do as many times as you like/need. I do not grade or edit any content in this Practice module. I highly recommend this practice...you will regret not doing so at the end of the semester.

The class code is found in the Bongo module in D2L. Do any time during this Module 1.
<table>
<thead>
<tr>
<th>Module 2</th>
<th>February 3-29 – Chapters 6,7,8</th>
</tr>
</thead>
</table>
| **WEEK 4**<br>Feb 3-8 | **Chapter 6 Delivering Good- and Neutral-News Messages** | a. Read Chapter/Take Quiz  
  b. Begin *Discussion #2*  
  c. Primary Writing Assignment #1  
  c. Due Feb 8 |
| **WEEK 5**<br>Feb 10-15 | **Chapter 7 Delivering Bad-News Messages** | a. Read Chapter/Take Quiz  
  b. Continue Team Discussion #2 ie 2nd post  
  c. Primary Writing Assignment #2  
  c. Due Feb 15 |
| **WEEK 6**<br>Feb 17-22 | **Chapter 8 Delivering Persuasive Messages** | a. Read Chapter/Take Quiz  
  b. Complete Team Discussion #2, ie 2 or more posts  
  c. Primary Writing Assignment #3  
  c. Due Feb 22 |
| **WEEK 7**<br>Feb 24-29 | *Module 3 will open for early birds!!*  
  **Exam 2**  
  **Exam 2 Chap. 6-8**  
  *Begin reading the Report articles located in the Course Project... Report Module*  
  All Quizzes due Feb 29  
  Open all week.  
  Due Feb 29 |

<table>
<thead>
<tr>
<th>Module 3</th>
<th>March 2-April 4 – Chapters 9,10,11</th>
</tr>
</thead>
</table>
| **WEEK 8**<br>Mar 2-7 | **Chapter 9,10,11 Understanding the Report Process and Research Methods; Managing Data and using Graphic; Organizing and Preparing Reports and Proposals** | a. Read Chapters/Take Quizzes  
  c. Begin *Discussion #3: Open Discuss Course Project Report* |
| **WEEK 9**<br>Mar 9-14 | **Spring Break** | NA  
  NA |
| **WEEK 10**<br>Mar 16-21 | **Chapter 9,10,11 Understanding the Report Process and Research Methods; Managing Data and using Graphic; Organizing and Preparing Reports and Proposals** | a. Read Chapters/Take Quizzes  
  c. Continue *Discussion #3: Open Discuss Course Project Report* |
| WEEK 11 Mar 23-28 | Chapter 9,10,11 Understanding the Report Process and Research Methods; Managing Data and using Graphic; Organizing and Preparing Reports and Proposals | a. Read Chapters/Take Quizzes  
b. Continue work on writing Project Report  
c. Exam 3 Chap. 9-11 | a. All quizzes due Mar. 28  
c. Open all week. Due Mar 28 |
b. Complete Team Discussion #3 | a. Due Apr 4  
b. Due Apr 4 |
| **MODULE 4 APRIL 6-MAY 6 - Chapters 12,13, 14 + Final Exam** Getting a jump start....Module 4 will open April 1 for early birds! Review the course content for the Course Video Presentation assignment. | | |
| WEEK 13 Apr 6-11 Easter break week | Chapter 12 Designing and Delivering Business Presentations | a. Read Chapter/Take Quiz  
b. Work on Course Project: Video Presentation  
c. Begin Team Discussion #4: Video Presentation | |
| WEEK 14 Apr 13-18 | Chapter 13 Preparing Resumes and Application Messages | a. Read Chapter/Take Quiz  
b. Work on Course Project Presentation  
c. Complete Team Discussion #4  
d. Resume/Peer Review | c. Due Apr. 18  
d. Due Apr. 18 |
| WEEK 15 Apr 20-25 | Major assignment: Course Project Video Presentation over Course Report topic | a. Upload Course Project video Presentation w/slides into Bongo. | a. Due Apr 25 |
| WEEK 16 Apr 27-May 2 | Chapter 14 Interviewing for a Job and Preparing Employment Messages | a. Read Chapter/Take Quiz  
b. Do Team Discussion #5 “The 3 What’s” | a. Quizzes due May 2  
b. Due May 2 |
| WEEK 17 May 4-6 Finals Week | FINAL | Exam 4 Chap 12-14 | DUE May 6 Wednesday BY 11:30PM, no exceptions. |